

TEXAS PATHWAYS INSTITUTE 6

Teaching & Learning in a Texas Pathways Framework | November 2022

KICK OFF YOUR BOOTS & CELEBRATE
EST. 2016



TEXAS PATHWAYS



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WIFI

Network: Sheraton_Conference

PW: TPI2022

Join the conversation online

 @TXSuccessCenter
#TPI6, #TexasSuccess or
#TexasPathways



Introduction to the Institute

In every community college across our state, the Texas Pathways strategy is being implemented and scaled to increase the number of students who reach their end goal of a good career with living wages. This statewide reform effort and this Pathways Institute are dedicated to the social and economic mobility of Texans, especially those Texans for whom the educational system has supported least well—Black students, Latino students, and students from low-income backgrounds. The Texas Success Center designed this Pathways Institute to engage college teams in data, faculty and student voices, research-based practices, peer networking, and access to national experts—all for the purpose of scaling essential teaching and learning practices that ensure students are learning.

As these instructional improvements are a critical component of whole-college reform, this institute will focus on the “Ensuring Students Are Learning” pillar of the Texas Pathways strategy. By implementing and scaling this pillar’s essential practices, colleges are enriching and assessing student and program learning outcomes that lead to credentials, further education, and/or gainful employment. Accordingly, this institute will support college teams’ action planning for the implementation and scaling of:

- program learning outcomes aligned with further education and employment;
- evidence-based, high impact teaching practices;
- applied learning experiences for students in all programs; and
- asset-based teaching that promotes student belongingness.

Institute Purposes

As a result of actively engaging in this Texas Pathways Institute, participating teams will:

1. Analyze quantitative and qualitative data to gain insights into existing teaching and learning practices and their differential impact on student outcomes.
2. Consider findings and reflections from national experts to inform the improvement of instructional programs within the whole-college pathways redesign efforts.
3. Engage with fellow Texas community college colleagues in a peer learning network designed for sharing and learning from the successful scaling of essential teaching and learning practices.
4. Develop detailed action plans for improving teaching and learning practices targeting improved student outcomes, especially for Black students, Latino students, and students from low-income backgrounds.



8:00 AM - 2:00 PM
Grand Hall

Registration

10:00 AM - 1:00 PM
Majestic 3

Coach Orientation

Coach orientation to institute. By invitation only.

10:00 AM - 1:30 PM

PRE-INSTITUTE WORKSHOPS

(LUNCH PROVIDED - Pre-Institute registrants only –
Pre-purchased ticket required)

Austin Ballroom 1

Math Pathways and Corequisite Instruction: Next Steps for
Equitable Student Access and Success

Box lunches provided: Austin Ballroom Foyer @ 12:00 PM

Pathways and corequisites are foundational components for improving student success, but they are not enough on their own. We must engage in the continuous improvement of policies and practices at the classroom, department, program of study, and institutional levels to ensure all students are learning.

In this workshop, participants will explore tools and resources for continuous improvement processes and share the types of data (both quantitative and qualitative) and evidence of student learning being collected and analyzed. Participants will also select specific pedagogical practices for a deeper dive. Topics include the following: (a) cultural and experiential lenses that instructors may bring to the classroom, (b) the funds of knowledge that students bring to their learning, (c) creating a sense of belonging, (d) implementing corequisites and pathways with fidelity, and (e) effective pedagogy. Attendees will also explore which corequisite models show the most promise and how to apply an evidence-based approach to gauging student learning. Join the Dana Center team as we learn together how to improve equitable outcomes in Pillar 4 to “Ensure Students are Learning.”

Dr. Shelly LeDoux
Director of Professional
Learning, Charles A. Dana
Center

Dr. Connie Richardson
Manager of Higher
Education Course Services,
Charles A. Dana Center

Frank Savina
Course Program
Specialist, Postsecondary
Mathematics, Charles A.
Dana Center

Ability-to-Benefit (AtB) Workshop: Developing a Tool Kit for Texas

Box lunches provided: Austin Ballroom Foyer @ 11:45 AM

AtB is a federal funding opportunity that has the potential to increase equitable enrollment in college programs for students pursuing high school equivalency. AtB models create access to federal PELL for marginalized people. Students without a high school diploma or its equivalent are not eligible for student aid, and AtB provides a provision to access FASFA through “enrolling in an eligible career pathway program and meeting one of the ‘ability-to-benefit’ alternatives” (studentaid.gov). These models require structural consideration and strong internal and external partnerships between community colleges and Adult Education and Literacy (AEL) programs. This program is underutilized in Texas.

Join this pre-institute to learn from Michelle Lamons, TSC Research Fellow, about considerations for community colleges to create and implement AtB models to support accelerated learning pathways. Then, join our new community of practice to build a REAL-TIME, HANDS-ON AtB Tool Kit for use back on your campus. Together, we will Collaborate, Create, and Grow a statewide AtB process that will be developed from multiple community college and adult education leaders—a think tank of brilliant minds. This community of practice welcomes experienced innovators and newcomers with a passion to utilize the AtB provision for adult learners to reverse the trend of underutilization of federal funding.

Note: Computers will be needed for this workshop.

Dr. Tamara Clunis

Vice President of Academic Affairs, Amarillo College

Deon Hope

Career Pathways Supervisor, Amarillo College

Dr. Russell Lowery-Hart

CEO and President, Amarillo College

Kathy Dowdy

Executive Director, Division of Adult Education, Austin Community College

Michelle Lamons

Adult Education Director, Amarillo College

Implementing and Scaling 8-Week Courses for Pathways Transformation

Box lunches provided: Austin Ballroom Foyer @ 11:30 AM

This workshop is the culmination of a year-long learning series designed to support 11 colleges in implementing and scaling 8-week courses as a catalyst for institutional transformation. Odessa College, Kilgore College, and Grayson College will host this session, focusing on sharing promising and replicable practices among the participating colleges. Each of the 11 participating mentee colleges are invited to bring key members of their Implementation Team to share lessons learned and innovations underway. Each college will prepare a capstone presentation to showcase the progress made to date at their institution along with their next steps for scaling this work to positively impact a broader group of students. Leader Colleges will assist participating colleges in including essential practices related to scaling 8-week courses in their Action and Action Plans.

Note: This workshop is restricted to the Leader Colleges and their designated mentee colleges.

Dr. Chase Machen
Dean of Academic and
Workforce Instruction,
Grayson College

Dr. Logan Maxwell
Director of Success
Initiatives, Grayson College

Dr. Jeremy McMillen
CEO and President,
Grayson College

Dr. Dava Washburn
Chief Academic Officer,
Grayson College

Jason Graves
Department Chair,
Language Development,
Kilgore College

Dr. Brenda Kays
CEO and President,
Kilgore College

Dr. Tracy Skopek
Chief Academic Officer,
Kilgore College

Dr. Tramaine Anderson
Vice President for
Instruction, Odessa College

Kim McKay
Vice President for Student
Services and Enrollment
Management, Odessa
College

Robert Rivas
Chief of Staff, Odessa
College

Dr. Greg Williams
CEO and President,
Odessa College

2:00 - 3:15 PM

OPENING PLENARY

Dallas Ballroom ABC

Welcome Address

Dr. Cynthia Ferrell
Vice President, Texas
Success Center, TACC

Dr. Elva LeBlanc
Interim Chancellor, Tarrant
County College District

Ray Martinez III, J.D.
CEO and President,
Texas Association of
Community Colleges
(TACC)

Designing Equity-Conscious Guided Pathways to Ensure Students are Learning

How do we accelerate broad-scale innovation to advance evidence-based educational strategies that prioritize the creation of equity-conscious pathways to ensure students are learning? How do we strengthen the “people capacity” to move from equity “talk” to operationalizing our equity values and goals to support higher levels of student success? This discussion will highlight key principles outlined in *From Equity Talk to Equity Walk* and from a multi-year national project with 20 community colleges *Strengthening Guided Pathways and Career Success by Ensuring Students are Learning*. Participants will engage with practical guidance on how to design and implement effective campus change strategies that will support sustained transformation.

Dr. Tia Brown McNair
Vice President, Office
of Diversity, Equity, and
Student Success and
Executive Director for the
Truth, Racial Healing, and
Transformation (TRHT)
Campus Centers at the
American Association of
Colleges and Universities
(AAC&U)

Speaker Introduction:
Dr. Cynthia Ferrell
Vice President, Texas
Success Center, TACC

3:30 - 4:45 PM

TEAM STRATEGY TIME 1

Please refer to your
Team Strategy Time
Room Assignment

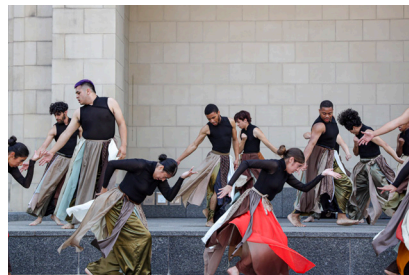
What Does the Data Tell Us?

5:00 - 7:00 PM

RECEPTION & CELEBRATION

Grand Hall

Join us for a cashless bar, heavy hors d'oeuvres, and a Texas-sized dance performance and interactive dance activity by the **Tarrant County College District** dance programs!



Baila!

Choreography by: Lacreacia Sanders in collaboration with dancers

Music by: A.B. Quintanilla III, Kumbia Kings featuring Selena

Performed by: Mosaic Dance Project (TCC Northwest Campus)

Selena Quintanilla, a native Texan from Lake Jackson, TX was known as the Queen of Tejano. Her music and this iconic song, Baila Esta Cumbia, is one of many chart-topping hits that expanded the audience for Texan-Mexican Music, known as Tejano. Selena's recorded music, along with her electric live performances, led to the increased popularity of Latin American music across the United States. The Cumbia rhythm made its way into South Texas through Latin America, which traces back to its birthplace, Colombia.

Smooth

Choreography by: Brandy Niccolai-Belfi in collaboration with dancers

Music by: Leon Bridges

Performed by: Continuum Dance Project (TCC South Campus) & Fusion Dance Company (TCC Southeast Campus)

Leon Bridges is a Tarrant County College alumnus. He spent his college years on the South Campus where he enrolled in multiple dance courses and was a part of the dance company. In the TCC Reach Magazine (Volume 8, Issue 2, Fall 2021), Leon discusses how the opportunity to take dance influenced his stage performance. He states, "...it totally taught me how to move and dance while I'm performing. Like when I'm doing photo shoots, as a dancer I can get into some poses that just really make the photo. And it also just instilled this confidence of being on the stage. And I've always, my whole life, been this bashful, quiet kid. And I was able to just break through my fear of being in front of people through being at TCC."

Celebración de Tejanos

Choreography by: Kihyoung Choi and Hyun Jung (Jenna) Chang in collaboration with dancers

Music by: Caballo Dorado

Performed by: Movers Unlimited Dance Company (TCC Northeast Campus)

This dance celebrates the vibrant culture of tejanos inspired by baile folklórico y payaso de rodeo. It brings people together to celebrate tejano culture. (Esta presentación se celebra la vibrante cultura Tejana, inspirada por el baile folklórico y el payaso de rodeo. En este baile la gente se reúne para convivir y celebrar la cultura Tejana.)

Tarrant County College District (TCCD) Dance Companies:

South Campus: Continuum Dance Company under the direction of Kiera Amison

Southeast Campus: Fusion Dance Company under the direction of Brandy Niccolai-Belfi

Northwest Campus: Mosaic Dance Project under the direction of Lacreacia Sanders

Northeast Campus: Movers Unlimited Dance Company under the direction of Kihyoung Choi

Photos of dancers provided by TCCD - Taken by Joshua Niccolai-Belfi



7:30 - 8:50 AM

Grand Hall &
Dallas Ballroom ABC

Breakfast

Buffet in Grand Hall, Dine in Dallas Ballroom ABC
Individual teams may meet with coaches.

9:00 - 9:55 AM

CONCURRENT SESSION 1

Majestic 1

Building a Culture of Caring for Your Students by Supporting Your Faculty & Employees

The Amarillo College culture of caring has dramatically increased completion rates. In COVID, our employees were struggling in the same way as our students. In order to love our students to success, we needed to systemically and intentionally love our employees to success. Through a clear employee support program, we support our students by caring for our employees.

Adam Gray

Staff Support Specialist,
Amarillo College

Dr. Russell Lowery-Hart

CEO and President,
Amarillo College

Denese Skinner

Vice President Student
Affairs, Amarillo College

Majestic 6

Equity-Minded Professional Development

This panel conversation features equity-minded professional development (PD) practices adopted by three Texas colleges. Lee College's first Chief Equity Officer will share recent initiatives and programming encompassing their intentional diversity, equity, and inclusion work to sustain an equitable campus environment for students, faculty, staff, administration, and the community. Temple College will share how cohorts of equity fellows have designed equitable practices to transform the college community. San Jacinto College (SJC) will share how college resolutions demonstrate their expanded and deepened institutional commitment to equitable access and outcomes. SJC will discuss examples of available equity-minded PD, including guided conversations on racial equity and implicit bias embedded within data-driven "Equity Chats", the Chautauqua Distinguished Lecture Series, and asynchronous online, cohort-based courses from the Association of College and University Educators.

Dr. Susan Guzmán-Treviño

Provost/Vice-President of
Academic Affairs and Student
Services, Temple College

Dr. Eddy Ruiz

Assistant Vice Chancellor
for Diversity, Equity, and
Inclusion, San Jacinto College

Moderator:

Dr. Linda Garcia

Texas Pathways Coach

Dr. Victoria Marron

Associate Vice-President
of Retention & Transition
Services & Chief Equity
Officer, Lee College

8-Week Courses Work for Underprepared Students: 100% Corequisite Developmental Education in an 8-Week Model

This session will explain Amarillo College's journey from 16-week sequential developmental education classes to 100% 8-week corequisite courses for both math and English. Panelists will share institutional data trends (e.g., course success data, years to complete first college-level courses, and full-time enrollment) which reveal the positive impacts of the 8-week model on student success and reinforce why Amarillo College will continue to utilize this design to accelerate college readiness.

Edythe Carter

Dean of STEM, Amarillo College

Becky Easton

Dean of Liberal Arts, Amarillo College

Catherine Frazer

Chair of English and Cultural Studies, Amarillo College

Penelope Davies

Chair of Math, Sciences, and Engineering, Amarillo College

Innovating with Micro-Credentials: An Examination of Pathway Development Using an Electric Vehicle Talent Pipeline

This panel conversation will feature three Texas colleges working with the Wadhwani Foundation to develop an Electric Vehicle program pathway. These colleges will be the first in the nation to grow a talent pipeline for retrofitting existing automobiles into electric vehicles. This conversation will provide examples of how colleges are working with industry partners to revamp their program curriculum to meet labor market needs. Attendees will reflect on key practices associated with program redesign which transform learning experiences for their students.

Shelly Rinehart

Assistant Vice Chancellor, Instructional and Support Program Efficacy, San Jacinto College

David Vogel

Dean of Transportation Center of Excellence, Houston Community College

Moderator:

Dr. Cynthia Ferrell

Vice President, Texas Success Center, TACC

Dr. Kevin Rose

Sr. Vice President for Student Success, Northeast Texas Community College

Student Success Through Faculty Empowerment: The Liberal Arts Gateway Program (Composition 1) at Austin Community College

The need to revitalize the teaching of liberal arts and humanities and to improve outcomes in gateway courses, motivated the faculty and the Liberal Arts and Humanities Division Dean at Austin Community College to form the Liberal Arts Gateway (LAG)—an incubator for curricular innovation that increased student engagement and retention. Participants will learn about this successful practice in which LAG Composition I courses outpace traditional composition courses in student success and engagement, particularly for students of color.

Christine Berni

Professor of English, Austin Community College

Matthew Daude

Dean, Liberal Arts: Humanities and Communication, Austin Community College

Arun John

Professor of English, Austin Community College

A Slick Guide to Dual Credit Through Endorsements to Pathways Alignment

Over the past year, Lee College has redesigned dual credit course selection by aligning high school endorsements to college pathways. Following the guided pathways model of beginning with the end in mind, this alignment shifted dual credit offerings away from a general studies associate degree (with offerings made of all core courses) to enable intentional and targeted course selection aligned to student’s academic and career goals. In this session, participants will follow our journey of working with our school district partners, adjusting mindsets, and creating slicks as easy guides for course selection.

Courtney Byers

Interim Director, Dual Credit, Lee College

Dr. Marissa Moreno

Executive Director, School and College Partnerships, Lee College

Nicole Tunmire

Instructional Designer, Lee College

Dr. Laura Lane-Worley

Director, Lee College Education Center, South Liberty County, Lee College

A Culturally Responsive Approach to Engaging Gen Z

This interactive workshop will highlight effective culturally responsive teaching practices to engage Gen Z. Research shows that post-millennials, known as generation Z, are the most racially and ethnically diverse generation. This session is designed to empower faculty to shift to a growth mindset when working with post-millennials. Faculty will also explore tools to engage and retain dual credit and early college high school students to foster an equitable classroom environment.

Courtney Brazile
Faculty, Dallas College

Equipping Faculty to Engage Students

Texarkana College will share a comprehensive tool kit to empower faculty to maximize student learning in the classroom and student engagement on campus. Tools will be provided to participants who will engage with panelists on the variety of strategies.

Dr. Dixon Boyles
Chief Instructional Officer &
Dean of Business & Social
Science, Texarkana College

Dr. Donna McDaniel
Vice President of Instruction,
Texarkana College

Dr. Mary Ellen Young
Dean of Liberal & Performing
Arts, Texarkana College

Dr. Cat Howard
Dean of STEM, Texarkana
College

Courtney Shoalmire
Dean of Health Sciences,
Texarkana College

Dr. Tonja Mackey
Dean of Library and Learning,
Texarkana College

Brandon Washington
Vice President of Operations
& Dean of Workforce,
Texarkana College

Exploration of Corequisite Math/English Options on Persistence: Pass, Fail, No Attempt

Multiple measures and corequisite options have expanded enrollment into college-level math and English courses. Statistical modelling validates that successful completion of these courses have a protective effect on fall-to-fall persistence. This presentation will discuss analyses regarding two additional states: failure and non-enrollment into those courses. Using both statistical and descriptive analyses, the Alamo Colleges found that students who did not attempt a corequisite had higher persistence rates than those who attempted the course and failed. These findings have important implications regarding supports that are offered to corequisite students.

Dr. Paul Kailiponi
Associate Director,
Institutional Research and
Effectiveness Services, Alamo
Colleges District

Retention, Professional Development, and Student Instructional Support: Completing the Puzzle for the Teaching and Learning Center at TVCC

What pieces of information are important to inform the decisions of your Teaching and Learning Center staff for professional development? Trinity Valley Community College restructured departments to create a Teaching and Learning Center to help achieve the goal of providing holistic support to students by engaging faculty and staff in real-time strategies for student engagement. The approach used to implement a new professional development program that provides holistic support for faculty and staff will be discussed.

Dr. Holley Collier

Associate Vice President,
Instructional Innovation
& Support, Trinity Valley
Community College

Suzzette Stringer

Faculty, Education, Trinity
Valley Community College

Texas Pathways 101

Are you new to Texas Pathways or interested in learning more about the details of this transformative whole-college strategy? Join the Texas Success Center's interactive session to learn about how colleges have innovated to implement and scale the essential practices in each of the four pillars of Texas Pathways: (1) mapping pathways to student end goals, (2) helping students choose and enter a program pathway, (3) keeping students on path, and (4) ensuring that students are learning. Hear about where we've been and where we are heading to redesign the student experience in Texas community colleges.

Dr. Kristina Flores

Director of Research and
Evaluation, Texas Success
Center, TACC

10:10 - 11:30 AM

TEAM STRATEGY TIME 2

Please refer to your
Team Strategy Time
Room Assignment

Student and Faculty Voices

11:45 AM - 1:15 PM

AWARDS LUNCHEON

Buffet in Grand Hall,
Dine in Dallas Ballroom
ABC

Celebration of Texas Pathways Strategy

Dr. Cynthia Ferrell
Vice President, Texas
Success Center, TACC

Dr. Kristina Flores
Director of Research &
Evaluation, Texas Success
Center, TACC

Awards Ceremony

Dr. Christine Bailie
Director of Institutional
Strategy, Texas Success
Center, TACC

1:30 - 2:30 PM

BIRDS OF A FEATHER

Please refer to your
Birds of a Feather
Room Assignment

Join colleagues from around the state who share similar professional positions to discuss *Teaching and Learning in a Texas Pathways Framework* in the context of your unique role at your institution. Learn how your colleagues utilize their role to ensure students are learning and discuss the opportunity at hand for addressing ongoing systemic challenges.

Trinity 1

The President's Role in Transformational Teaching and Learning: Focus on Human Capital Strategy

The CEO roundtable will focus on the president's role in leading teaching and learning efforts, specifically aligned to guided pathways and student outcomes. Participants will engage with the Aspen CEP Framework for Teaching and Learning as they discuss transformational practices in human capital strategy connected to student success and equity. This session will feature a combination of presentation, small group activities and discussions, and independent reflection.

Learning Objectives:

- Use the Aspen CEP Framework for Teaching and Learning to discuss the president's unique role in leading teaching and learning to guided pathways reforms.
- Discuss the role of the Chief Academic Office (CAO) in advancing teaching and learning reforms
- Understand how to leverage college-wide human capital strategies to better align faculty recruitment, hiring, onboarding, professional development, and promotion to student success and equity goals.

Josh Wyner, J.D.

Vice President, The Aspen Institute and Founder and Executive Director of the Aspen College Excellence Program (CEP)

Speaker Introduction:

Dr. Martha Ellis

Senior Pathways Lead,
Texas Success Center

Majestic 1

The Power of Purpose and Belonging in Equitable Student Success (DEIB)

The research on purpose and on belonging has a long history linking these constructs to improvements in every aspect of human life, including cognitive engagement, mental and physical health, educational outcomes, business success, and longevity. In education, the research has shown improvements in GPA, graduation rates, and academic self-efficacy and engagement, particularly for underrepresented student populations. This session is faculty focused and designed to share the significant findings in research, national collaboration efforts, and how Austin Community College District is developing collegewide strategies to foster belonging and change the narrative to help students find their purpose through meaningful career choices.

Dr. Susan Thomason

Associate Vice Chancellor
for Teaching and Learning
Excellence, Austin
Community College

Majestic 6

Using a Robust Professional Development Framework to Close Equity Gaps in Corequisite Courses

This session will highlight the framework that Houston Community College is using to provide professional development to all corequisite course faculty members across the institution. This framework consists of pedagogical approaches, student supports, and course-level assessment strategies to document learning outcomes and improve student success.

Dr. Betty Fortune

Interim Associate Vice
Chancellor Enrollment
Management and Success,
Houston Community College

Dr. Melinda Mejia

English Professor, Houston
Community College

Timor Sever

Dean of Mathematics,
Houston Community College

Dr. Desmond Lewis

Associate Vice Chancellor
College Readiness, Houston
Community College

Ensuring Students are Learning in 8-Week Courses: It’s About Learning Design, Not Compression

When going to 8-week terms, it’s not as simple as compressing all of the content into 8-weeks. The design of the learning experiences and the content taught are more important. Participants will engage in three points of discussion: (a) to learn from each other the challenges and solutions of a faculty professional learning department, (b) to identify strategies to ensure students are learning, and (c) to brainstorm ideas to start a plan to develop a robust professional learning program at your institution. We will also provide an overview of the overall faculty development plan that has been developed at Amarillo College.

Becky Burton

Associate Vice President
of Academic Learning,
Amarillo College

Dr. Lori Petty

Director of the Center for
Teaching and Learning,
Amarillo College

Registered Apprenticeship Programs and Teacher Residencies: Building Shared Understandings Between Workforce Development and Education

The recent approval of teaching as an apprenticeable field through the U.S. Department of Labor has created unprecedented opportunities to shift teacher preparation norms across the nation. Registered Apprenticeship Programs (RAPs)—federally recognized, high-quality career pathways that offer paid on-the-job training with linked coursework, culminating in credentials for practice—provide financial supports for aspirants into their chosen fields. Learn how our regional partnership has allowed us to register our apprenticeship with the U.S. Department of Labor and reimagine teacher preparation pathways.

Dr. Shelley Diviney

Vice President, Academic
and Student Affairs,
Brazosport College

Becky Hampton

Senior Education Specialist,
INSPIRE TEXAS Educator
Preparation by Region 4

Kristi Kirschner

Chief Human Resources
Officer, Brazosport
Independent School District

The Field of Corequisites at TVCC: Strikes, Balls, and Homeruns

This session will provide an in-depth discussion of the implementation of corequisite math and English courses at Trinity Valley Community College. Presenters will provide perspectives from faculty and instructional administrators. The process of our program development will be shared with the results, lessons learned, and our path forward with 16- and 8-week terms.

Amy Rogers
Division Chair, English
Language Arts, Trinity
Valley Community College

Tyson Spizzirri
Faculty, Math Department,
Trinity Valley Community
College

Dr. Spencer Wagley
Director, Strategic Planning
and Accreditation, Trinity
Valley Community College

Dr. Kristin Spizzirri
Vice President of
Instruction, Trinity Valley
Community College

Co-Designing P-TECH Work-Based Learning: Perspectives from Colleges, School Districts, and Employers

Designing effective student learning experiences in P-TECH programs requires full collaboration among school district, community college, and employer partners. This session will highlight the process to co-design student learning experiences that prepare students for work-based learning in P-TECHs. This session will begin with a panel discussion focused on the application of the *Seven Key Principles for Work-based Learning*, as developed by Jobs for the Future, to P-TECH programs. Attendees will then review personas of P-TECH students and apply the *Seven Key Principles for Work-based Learning* to identify ways to maximize the benefits of work-based learning experiences.

Dr. David Deggs
Higher Education Programs
Director, Educate Texas

Savannah Hollis
RHCA Administrator,
Richardson ISD

Courtney Sharkey
CTE Director, Richardson ISD

Dr. LaQuesha Foster
Dean, Educational
Partnerships, Dallas College

Winston Minix
College and Career Readiness
Deputy Director, Educate
Texas

Expand Your Pedagogical Repertoire: Promoting Student Engagement, Student Motivation, and Preparedness with Experiential Learning Practices

In this session, participants will understand what experiential learning is and why it is important to any college course using supportive quantitative and qualitative data. Additionally, participants will gain knowledge about specific successful examples of how experiential learning has been used at Austin Community College which can be adapted to any college classroom. Participants will have time to collaborate and create an experiential learning tool for their own course. Finally, participants will receive the tools to create a plan of action for implementation at their own college.

Valeria Flint

Faculty Coordinator/
Adjunct Faculty, Austin
Community College

Dr. Kathy Statos

Adjunct Faculty, Austin
Community College

Alignment and Assessment of Program Learning Outcomes: Exemplars from the Field

This panel conversation highlights two exemplars in the alignment and assessment of program learning outcomes (PLOs). Alvin Community College utilizes a cyclical assessment cycle of PLOs and course-level student learning outcomes (SLOs) to measure if students are attaining the skills necessary during and upon completion of their program. An annual data analysis helps inform the programs of any possible areas or changes needed for the upcoming year. The assessment cycle includes feedback from an institution-wide Planning and Assessment Council to assist with institutional improvement. The College of the Mainland created three PLOs for each program and an evaluation plan to examine each over a three-year period. The evaluation includes cross-disciplinary faculty and includes action plans to improve outcomes.

Dr. Jerry Fliger

Vice President for
Instruction, College of the
Mainland

Patrick Sanger

Dean/Executive Director,
Institutional Effectiveness
& Research, Alvin
Community College

Moderator:

Dr. Tina Hart

Texas Pathways Coach

Caring Campus Faculty Improving Student Connectedness

This panel conversation will feature four Texas colleges participating in Caring Campus to adopt a data-informed approach in partnership with the Institute for Evidence-Based Change to scale the promising practices of the most successful instructors at their institution. This conversation will provide examples of how exemplar faculty successfully engage students in their learning. In addition, panelist will emphasize key practices associated with student learning and discuss how their college is working to systemize and scale effective teaching practices.

Dr. Susan Guzmán-Treviño
Provost/Vice President of Academic Affairs and Student Services, Temple College

Dr. Amelia Serafine
Assistant Professor & Program Co-Coordinator of History, San Antonio College

Moderator:
Dr. Jo-Carol Fabianke
Texas Pathways Coach

Dr. Bryan Renfro
Vice President of Academic Instruction, Paris Junior College

Dr. Deana Sheppard
Provost & Vice President for Academic & Student Affairs/CAO, Tyler Junior College

Refocusing a Learning Frameworks Course to Increase Student Success

Lee College transformed the Learning Frameworks course by incorporating self-regulated learning, a cultural wealth framework, and asset-based teaching practices. Learn about specific curriculum, activities, and assessments created to increase student success, sense of belonging, understanding of student support services, and financial literacy. This presentation will include data collected from student surveys as well as examples of curriculum changes.

Channell Cook
Division Chair, Learning Frameworks, Lee College

Student-Centered Dual Credit Faculty Professional Development

At San Jacinto College, the faculty of dual credit students receive professional development that starts with the student in mind. By covering the topics of adolescent development, brain research, and learning theory, we educate our faculty on who and where their dual credit students are. In a four-part series, we also cover sound teaching strategies, equity considerations, and tips for effective classroom operations.

Crystal Tewes

Center for Excellence in Teaching and Learning, San Jacinto College

4:00 - 5:00 PM

TEAM STRATEGY TIME 3

Please refer to your Team Strategy Time Room Assignment

Connecting the Dots to Move Toward Action

5:00 PM

ADJOURN - DINNER ON YOUR OWN



7:30 - 8:50 AM

Grand Hall &
Dallas Ballroom ABC

Breakfast

Buffet in Grand Hall, Dine in Dallas Ballroom ABC

Individual teams may meet with coaches.

9:00 - 10:00 AM

TEAM STRATEGY TIME 4

Please refer to your
Team Strategy Time
Room Assignment

Action Planning for Transformational Change

10:15 - 11:30 AM

CLOSING PLENARY

Empowering the Instructor: Improving Faculty Instructional Practices to Enhance Classroom Engagement and Academic Success of Diverse Student Learners

Recent national reports highlight the decline in community college enrollment rates and the challenging and far-reaching impact of the COVID-19 pandemic on diverse student learners. As we start a new academic year and affirm our commitment to building a “Talent Strong Texas” that prepares the next generation workforce, there is ample evidence that faculty instructors should develop instructional practices to improve the educational experiences of diverse learners. Based on a decade of research on Texas community colleges, it is essential to reframe how we empower community college instructors to adapt and evolve their instructional practices to enhance the classroom engagement and academic success of diverse student learners. Towards that goal, this keynote address helps leaders examine how to improve instructional practices to create Pathways which provide student-centered classroom environment that contributes to diverse students’ aspirations, achievement, and attainment outcomes.

Dr. Luis Ponjuán

Associate Professor, Higher
Education Administration,
College of Education and
Human Development,
Texas A&M University

Speaker Introduction:

Dr. Jennifer Kent

CEO and President, Victoria
College

11:30 AM

ADJOURN

TEAM STRATEGY TIME ROOM ASSIGNMENTS

Eileen Baccus

Majestic 8, 9, 10

- Alamo Colleges
- El Paso Community College
- Paris Junior College
- San Jacinto College

Linda Garcia

Majestic 3

- Laredo College
- Lee College
- Weatherford College

Ed Bowling

Majestic 1

- Clarendon College
- Frank Phillips College
- Galveston College
- Hill College
- North Central Texas
- South Plains College

Maria Harper-Marinick

Austin Ballroom 2, 3

- Austin Community College
- Dallas College
- Southwest Texas Junior College
- South Texas College

Martha Ellis

Majestic 4, 5, 7

- Houston Community College
- Kilgore College
- McLennan Community College
- Tarrant County College
- Temple College
- Texarkana College

Tina Hart

Majestic 6

- Angelina College
- Northeast Texas Community College
- Odessa College
- Vernon College
- Western Texas College

Jo-Carol Fabianke

Remington

- Blinn College
- Tyler Junior College
- Victoria College
- Wharton County Junior College

Krista O'Neill

Austin Ballroom 1

- Cisco College
- Coastal Bend College
- College of the Mainland
- Howard College
- Trinity Valley Community College

TEAM STRATEGY TIME ROOM ASSIGNMENTS

Mary Rittling

Majestic 2

- Del Mar College
- Navarro College
- Texas Southmost College

Linda Watkins

Dallas Ballroom
D1, D2

- Amarillo College
- Brazosport College
- Grayson College
- Midland College

Linda Welsh

Majestic 11

- Lamar State College Orange

Ted Wright

Dallas Ballroom D3

- Alvin Community College
- Central Texas College
- Panola College
- Ranger College

BIRDS OF A FEATHER ROOM ASSIGNMENTS

Join colleagues from around the state who share similar professional positions to discuss Teaching and Learning in a Texas Pathways Framework in the context of your unique role at your institution. Learn how your colleagues utilize their role to ensure students are learning and discuss the opportunity at hand for addressing ongoing systemic challenges.

Majestic 2	Chief Academic Officers	Tina Hart, Ph.D.
Majestic 9	Chief Student Services/Success Officers/ Chief Financial Aid Officers	Linda Garcia, Ph.D.
Majestic 3	Institutional Research VPs and Directors/ Directors of Strategic Planning	Ted Wright, Ed.D.
Majestic 10	Dual Credit/CCRSM/School Partnership Leads	Ed Bowling
Majestic 5	Liberal Arts Deans, Chairs/Transfer Program Leads	Linda Watkins, Ed.D.
Majestic 4	Liberal Arts Faculty	Linda Welsh, Ph.D.
Majestic 1	CTE & Workforce Directors, Deans, Chairs & Faculty/Adult & Continuing Education Directors, Deans & Faculty	Eileen Baccus, Ph.D. and Laura Rittner
Majestic 6	Chief Professional Development Officers/ Instructional Innovation/Academic Technology Leads	Jo-Carol Fabianke, Ed.D.
Majestic 11	Chief Diversity & Inclusion Officers/ Admissions/Registrar/Recruitment/ Enrollment Management/Marketing & Communications	Maria Harper-Marinick, Ph.D.
Majestic 7	Teaching & Learning & Advocacy/Director of Learning Resources/Tutoring Lab/ Library	Mary Rittling, Ed.D.
Majestic 8	Academic & Career Advising Directors/ Student Engagement & Success Directors	Krista O'Neill

BIRDS OF A FEATHER SESSION

Teaching and Learning in a Texas Pathways Framework

The fourth pillar of the Texas Pathways strategy outlines the essential practices necessary for ensuring students are learning.

Pillar 4: Essential Practices

4(a). Program learning outcomes are aligned with the requirement for success in further education and employment outcomes targeted by each program.

4(b). Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.

4(c). Faculty programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

4(d). Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

4(e). The college helps students document their learning for employers and universities through portfolio and other means beyond transcript.

4(f). The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Discussion Questions

From your position at the college, reflect on your role in ensuring that students are learning.

- What changes in assessment for aligned program learning outcomes have been made at your institution over the past few years?
 - What data are you collecting to determine the impact of these changes on improving student learning for further education and/or employment outcomes?
 - How do you use this data to improve teaching and learning including professional development and internal college strategies?
- What systemic challenges exist at your college for ensuring equitable learning outcomes among different student groups?
 - Are there unique challenges facing students today in the classroom, academic support services, and other support services that were not prevalent 5 years ago?
- What is the responsibility/opportunity of your position to address challenges in students mastering learning outcomes and building skills?
 - Are there opportunities and/or recent innovations that can be used to solve these challenges that were not widely available 5 years ago?

PLENARY SPEAKERS



Christine Bailie, Ed.D.

As the Director of Institutional Strategy, Christine Bailie supports the Texas Success Center mission and the Texas Pathways strategy for the 50 community college districts in Texas.

Prior to joining the Texas Success Center, Christine has worked in the field of education for 20+ years and brings expertise in the nexus of practice, research, and policy. Christine has served as a high school educator, led state and regional initiatives to redesign institutional systems, conducted policy analysis, designed research studies, created professional development to promote capacity-building and knowledge development, and facilitated cross-sector regional partnerships to strengthen and align P-16 pathways.

Christine holds a baccalaureate degree in Economics from Texas A&M University and a Master of Public Affairs from the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin. She also earned an Executive Ed.D. in Higher Education Leadership & Policy from the University of Texas at Austin.



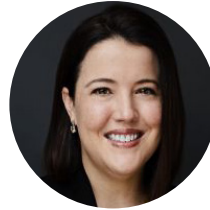
Cynthia Ferrell, Ph.D.

As vice president of the Texas Success Center, housed at the Texas Association of Community Colleges (TACC), Cynthia Ferrell supports the implementation and scaling of student success strategies and policies for the 50 community college districts in Texas.

Prior to joining the Texas Success Center, Cynthia served as director of Student Success Initiatives at the University of Texas at Austin, as well as national director of leadership coaching for Achieving the Dream, director of the Board of Trustees Institute, director of Gulf Coast Partners Achieving Student Success, and UT director of the Governance Institute for Student Success. In these roles, she provided training and ongoing support for community college trustees, chancellors, presidents, and leadership teams to implement data-informed policies and practices to improve the success of all students.

Formerly the director of the Texas Developmental Education State Policy Initiative, Cynthia supported strategies jointly developed by TACC and the Texas Higher Education Coordinating Board (THECB) to scale successful innovations statewide and establish policy supports to improve developmental student success.

She earned a Ph.D. in higher education administration from the Community College Leadership Program at The University of Texas at Austin.



Kristina Flores, Ph.D.

As the Director of Research and Evaluation, Kristina supports the mission of the Texas Success Center by implementing all research and evaluation processes. She manages internal and external collaborations to ensure projects are high quality, action-oriented,

equity-focused, and aligned with the Texas Pathways Knowledge Development Agenda. Additionally, Kristina manages the Knowledge Development Steering Committee, Community College Research Fellowships, Center databases, and performs and supervises quantitative and qualitative analyses. She composes reports and other research deliverables, communicates findings with stakeholders, and informs the creation of training, technical assistance, and professional development for Texas Pathways colleges.

Kristina brings 15 years of teaching and administrative experience to her role. During her 11 years at Austin Community College, she served as an associate professor of mathematics, assistant dean of academic courses, developmental math advisor, and campus math contact to support improvements across the student experience. Kristina holds a baccalaureate degree in Mathematics from Georgetown University, a master's degree in Mathematics from New York University, and a Ph.D. in STEM Education from the University of Texas at Austin.



Ray Martinez III, J.D.

As President and CEO & Chief Executive Officer of the Texas Association of Community Colleges (TACC), Ray Martinez provides leadership to advance state policy, institutional practice, research – and with developing meaningful multisector

partnerships – in support of Texas community colleges.

Before joining TACC, Ray served as Deputy Commissioner for Academic Affairs and Workforce Education for the Texas Higher Education Coordinating Board, where he led the agency's critical functions in academic programs, workforce education, and postsecondary readiness and success. He previously served as President of the Independent Colleges and Universities of Texas, Chancellor of Western Governors University (WGU) Texas, and he has held senior government affairs positions at Rice University and Texas A&M International University. Ray has also served as the director of the Committee on Higher Education in the Texas Senate. Ray also has extensive range of federal policy and board experiences and has served as an adjunct professor of public policy at The University of Texas School of Law and the Lyndon B. Johnson School of Public Affairs.

Ray received his baccalaureate degree from Southwestern University, his law degree from the University of Houston Law Center, and he recently completed postgraduate studies at the Institute for Educational Management at Harvard Graduate School of Education.



Tia Brown McNair, Ed.D.

Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success at Association of American Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact educational practices, and student success, including AAC&U's Network for Academic Renewal series of yearly working conferences. McNair also directs AAC&U's Summer Institute on High-Impact Educational Practices and Student Success. McNair serves as the project director for several AAC&U initiatives: "Truth, Racial Healing and Transformation," "Strengthening Completion Pathways and Career Success by Developing Intentional Learning," "Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success," and "Purposeful Pathways: Faculty Planning and Curricular Coherence." She is the lead author of the book *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (July 2016).

McNair earned her bachelor's degree in political science and English at James Madison University and holds an M.A. in English from Radford University and a doctorate in higher education administration from George Washington University.



Josh Wyner, J.D.

Joshua Wyner is founder and Executive Director of the College Excellence Program at the Aspen Institute, where he also serves as a Vice President. The Program aims to advance higher education practices, policies and leadership that significantly improve student outcomes. Josh has spent the past two decades initiating organizations aimed at improving and equalizing educational outcomes. He has authored numerous publications about education, including a book, *What Excellent Community Colleges Do: Preparing All Students for Success* (Harvard Education Press, 2014).

Wyner earned a Bachelor of Arts from Vassar College, a MPA from Syracuse University, and a J.D. from New York University School of Law.



Luis Ponjuán, Ph.D.

Dr. Luis Ponjuán joined the Educational Administration and Human Resources Development Department at Texas A&M University as an Associate Professor in 2012. He is the Research Director of the IDEAL (Investing in Diversity, Equity, Access, and Learning) research project. He teaches undergraduate courses in Human Resources Development and graduate courses in Higher Education. He has also graduated 12 doctoral students and over 50 masters students. His social justice research agenda focuses on Latino male students, faculty members of color, and STEM learning outcomes.

Ponjuán has received over \$1.6 million in external and internal research funding from the TG Foundation, Greater Texas Foundation, and the National Science Foundation. He has met President Obama and Vice President Biden and spoken at the White House for the White House Initiative on Educational Excellence. He serves on the editorial board for the ASHE Higher Education Report Series. He has published peer-reviewed journal articles, an edited book, and national policy briefs. He has received the 2016 CEHD Climate award, 2014 CEHD Outstanding New Faculty Award, the 2014 CEHD Aggies Commit to Transforming Lives Administrative Fellowship, and the 2010 SAGE Publications most downloaded journal article award.

Ponjuán received his Ph.D. in Higher Education from the University of Michigan.



Eileen Baccus, Ph.D.

Eileen Baccus serves as a consultant to institutions of higher education and continues coaching a significant number of Achieving the Dream colleges in their efforts to improve the retention and graduation rates of low-income students

and students of color since the initiative's inception.

Previously, Eileen was the president of Northwestern Connecticut Community College and the former Thames Valley State Technical College. She also held administrative positions at the University of Connecticut. Having served on numerous Boards, Commissions, and Advisory Committees for AACC, ACE, and the College Board, she is currently in her second term on the Board of the National Student Clearinghouse and NSC's Research Center Board of Directors.



Ed Bowling

Ed Bowling is the executive director for completion and performance at Guilford Technical Community College in North Carolina, and served as the managing partner director for Completion by Design in North Carolina from 2011-2018. Before

joining GTCC as a developmental education adjunct instructor in 2006, Ed held a senior management position at a large bank. In 2010, he became the Developmental Education Initiative grant director, overseeing the scaling of three core programs and two smaller projects under the DEI grant.

Ed has engaged in state and national guided pathways work since 2011. In addition to his leadership with Completion by Design, an initiative of the Bill & Melinda Gates Foundation, Ed has provided coaching and consulting to institutions in seven states through the North Carolina Student Success Learning Institute, AACC Pathways Project and Pathways 2.0, Texas Pathways, and the National Center for Inquiry and Improvement. Furthermore, he shares the work and outcomes of Completion by Design and guided pathways at state and national conferences. Ed received the BB&T Staff of the Year Award for the North Carolina Community College System in 2014. Ed earned a Master of Arts in Liberal Studies from the University of North Carolina at Greensboro.



Martha Ellis, Ph.D.

Martha Ellis is the senior pathways lead for the Texas Success Center, Achieving the Dream Leadership Coach, leadership development consultant and professor in residence at the University of Texas at Austin bringing deep experience,

substantive knowledge, and research-based innovation to leaders as they confront the challenges and opportunities facing higher education today and in the future.

Martha has 35 years of experience in a variety of leadership positions at universities and community colleges in Texas, New Mexico, and Oklahoma. Martha was Managing Director for the Charles A. Dana Center at the University of Texas at Austin and Associate Vice Chancellor of Academic Affairs for the University of Texas System. She was president of Lee College and Texas State Technical College. Martha has won numerous teaching awards, has scholarly publications, served on national boards and is an invited presenter at national conferences. Martha was recognized by the U. S. Congress and Texas House of Representatives for her leadership in community colleges.



Jo-Carol Fabianke, Ed.D.

Jo-Carol Fabianke retired from Alamo Colleges after five years as vice chancellor for academic success. In this role, she led district-wide academic and instructional efforts and provided

leadership in implementing board policy and cross-college operational procedures for academic success. Additionally, Jo-Carol guided the development and implementation of cross-college programs and services to accomplish the district's strategic goals, and led efforts to achieve academic targets, benchmarks, and outcomes. Previously, Jo-Carol served as executive assistant to the chancellor, vice president of academics at Northwest Vista College, associate vice chancellor for academic partnerships and initiatives, and professor at San Antonio College, all in the Alamo Colleges district.

Jo-Carol contributed to local, state, and national guided pathways reform strategies as the Alamo Colleges district's lead for Texas Completes and the American Association of Community Colleges Pathways Project. As a coach for AACC Pathways 2.0, Jo-Carol supports colleges that are committed to transformational work at scale to improve college completion and equity in student outcomes. Furthermore, Jo-Carol works as a coach with the Institute for Evidence-Based Change's Caring Campus Program.



Linda Garcia, Ph.D.

As executive director at the Center for Community College Student Engagement, Linda Garcia oversees the Center's research and outreach.

Linda previously served as the assistant director of college relations at CCCSE and the vice president of community college relations at the Rouche Graduate Center at National American University. She has also worked at Lone Star College, Maricopa Community Colleges, Texas Southmost College, and the University of Texas at Brownsville. Linda's experience includes student development, instructional support, and teaching. She served as a coach for the American Association of Community Colleges Pathways 2.0 and continues in this same role for the Texas Pathways Project.

Linda earned a Ph.D. in Higher Education Administration with a specialization in Community College Leadership from the University of Texas at Austin.



Maria Harper-Marinick, Ph.D.

Maria Harper-Marinick served the Maricopa Community College District in Arizona for almost 30 years in a variety of leadership roles, including nearly four years

as chancellor. Maria has served on the boards of the American Council of Education, American Association of Community Colleges, Excelencia in Education, Hispanic Association of Colleges and Universities, and many other organizations. She chaired the Federal Advisory Committee on Student Financial Assistance and is an Aspen Institute Ascend fellow and a distinguished fellow of the Arizona State University Morrison Institute for Public Policy.

Diverse: Issues in Higher Education named Maria one of 25 exceptional women leaders who have made a difference in higher education.

Maria is originally from the Dominican Republic and came to the U.S. as a Fulbright Scholar.



Tina Hart, Ph.D.

Dr. Tina Hart's career in higher education spans service in a variety of roles including Student Activities/Development; Athletics; Employee Development; Grants; Accreditation; Institutional Effectiveness and Student

Services. Most recently she served as the Indian River State College, Vice President of Enrollment and Student Services 2016-2021, leading a division which included student services on all five campuses. While serving as the vice president of institutional effectiveness at IRSC, Tina was responsible for leading federal and state grants and contracts, accreditation, planning and assessment, institutional research, and employee development and served as the federal liaison for legislative/funding issues and opportunities.

An educational consultant Dr. Hart currently serves as a Pathways Coach with the Texas Pathways initiative and is a member of the Achieving the Dream cadre of coaches. She works with colleges, higher education organizations, and student success centers when her assistance, expertise and involvement is requested. Tina holds a Ph.D. in Higher Education Leadership from Florida Atlantic University.



Krista O'Neill

Krista O'Neill recently retired as the coordinator of advising and counseling services at Lorain County Community College (LCCC), a position she held since 2010. In addition to managing enrollment services and advising, Krista

advised students for 32 years, working primarily with dismissal students returning to LCCC.

In 1995, Krista was nominated by LCCC and honored by the National Academic Advising Association as one of thirteen Outstanding Advisors nationally. A certified college alliance Bridges Out of Poverty trainer, Krista was a key contributor to LCCC's Completion by Design and Achieving the Dream initiatives. Krista provided leadership for LCCC's redesign effort whereby all students are assigned to an advisor and advisors work in specialty advising teams. Using a case management model infused with predictive analytics and early identification of students at risk, the advising redesign has contributed to the 79% increase in LCCC's graduation rate since 2011. Krista currently serves as an advising redesign coach for the Ohio Association of Community Colleges.

Krista graduated with a Bachelor of Arts degree in English from Hiram College in 1985 and is a member of Phi Beta Kappa honor society.



Mary Rittling

Mary Rittling served as president of Davidson County Community College (DCCC) from 2003 to 2018, and was named North Carolina Community College President of the Year in 2012.

During her tenure, DCCC was recognized as a leader in the guided pathways movement through its work with Completion by Design and Achieving the Dream.

Prior to joining DCCC, Mary served four years as regional vice president of West Virginia University, where she also was president of Potomac State College of West Virginia University. In addition, Mary spent seven years as a senior administrator at the State University of New York at Delhi, where she served as interim president of the College of Technology and vice president for academic programs and services, among other roles. Mary's teaching experience includes eight years as a professor and associate professor of nursing at the State University of New York College of Technology at Delhi.

Mary completed the Harvard University Institute for New Presidents in 1999 and earned a Doctor of Education degree in Higher and Adult Education from Columbia University.



Laura Rittner

Laura Rittner serves as executive director of the Ohio Association of Community Colleges' Student Success Center in Columbus, Ohio. In this role she oversees the OACC's student success initiatives including Ohio's guided pathways project

for community colleges, the Student Success Leadership Institute, Completion by Design statewide policy and scaling work, and the AmeriCorps College Completion Coaches program. The Student Success Center's portfolio of grants has grown to include over \$8 million in state, federal, and private foundation investments under Laura's leadership. She has engaged many national partners in the OACC's student success efforts and served as an inaugural coach for the American Association of Community College's Pathways Project from 2016-2017.

Laura has 13 years of experience in community college leadership. After serving as as Director for Institutional Research for 7 years at Lakeland Community College in Kirtland, OH, Laura joined the OACC in 2013 as Director of Research and Data Analysis. Laura holds a Bachelor of Arts in Political Science and Psychology from Miami University in Oxford, OH, and a Master of Public Policy from The George Washington University in Washington, DC.



Linda Watkins, Ed.D.

Linda Watkins began community college work after receiving degrees from The University of Texas at Arlington and Texas A&M-Commerce. She has taught at the high school, community college, and university levels. She began

her work with community colleges as a faculty member in Sociology, with an emphasis on organizational behavior. Her doctorate degree provided her an opportunity to focus on leadership and organizational management in secondary and higher education. Linda moved into administration, serving as a Dean at Tyler Junior College and then as a Vice President and President with the San Jacinto College District in Houston, Texas.

After retiring as a President, Linda continues to work as a Texas Pathways Coach and as a Leadership Coach with Achieving the Dream. She has worked with many colleges across the nation, including colleges in Illinois, Michigan, Texas, Washington, Oregon and New Mexico. She continues to stay abreast with current research and to make presentations at National and International conferences. Linda is committed to building economic vitality through a skilled workforce and to the success of community college students.



Linda Welsh, Ph.D.

Linda is a consultant in early childhood and higher education. She recently served as the Houston/Southeast Texas Regional Coordinator for Scaling Mathematics Pathways and Transfer initiatives for the Charles A. Dana Center at the University

of Texas at Austin, where she also was a Math Pathways to Completion consultant with the state of Missouri.

Previously, Linda was the Dean of Graduate Students and Academic Support for the Roueche Graduate Center's Community College Leadership Program at National American University. As Child Development Chair at the Austin Community College District, she led the department through national accreditation and served a term as President for the Faculty Senate. Prior to that Linda was the Early Childhood Coordinator for the City of Austin, Texas where she facilitated community-wide planning and program development for the early childhood system of Austin.



Ted Wright, Ed.D.

Ted Wright currently serves as a Data Coach for a variety of colleges and universities participating in Achieving the Dream. Dr. Wright began his work with Achieving the Dream in 2004 as the Data Team and Core Team Leader while

at Broward Community College, a Round One institution. Beginning in 2006, Dr. Wright was invited to consult as a Data Coach for the University of Houston–Downtown and Prairie View A&M University in Texas.

Ted brings 35 years of higher education experience to this role having served as an institutional researcher, administrator, and adjunct faculty member prior to retiring from his position as special assistant to the president for Broward Community College in Ft. Lauderdale, Florida in 2007. In addition to his current work with Achieving the Dream, Dr. Wright serves as a resident faculty for the Board of Trustees Institute.

HOTEL MAP

